

Developing English Pocket Book for Elementary School Students

Miftahul Fikri^{1*}, Marham Jupri Hadi², M. Rajabul Gufran³

¹⁻³English Language Education, Universitas Nahdlatul Wathan Mataram, Jl. Pendidikan No.11 Mataram Nusa Tenggara Barat

E-mail: fikrimiftahul3@gmail.com

* Corresponding Author

 <https://doi.org/10.31004/jerkin.v5i1.7735>

ARTICLE INFO	ABSTRACT
Article history Received: 23 July 2026 Revised: 01 Aug2026 Accepted: 19 Aug2026 Kata Kunci: Buku Saku Bahasa Inggris, pembelajaran kosakata, media pembelajaran, ADDIE, kepraktisan Keywords: <i>English Pocket Book, vocabulary learning, learning media, ADDIE, practicality</i> 	Pembelajaran bahasa Inggris di sekolah dasar menghadapi keterbatasan paparan bahasa, penguasaan kosakata, dan media pembelajaran yang menarik serta praktis. Penelitian ini bertujuan mengembangkan Buku Saku Bahasa Inggris dan menguji validitas serta kepraktisannya sebagai media pendukung pembelajaran. Penelitian menggunakan metode R&D model ADDIE dengan subjek 27 siswa kelas VI SDN Kwangrundun, Lombok Tengah. Data dikumpulkan melalui kuesioner validasi ahli serta respons siswa dan guru, kemudian dianalisis secara persentase dan digunakan sebagai dasar revisi produk. Hasil validasi ahli mencapai 87,50% (sangat valid), respons siswa 87,22%, dan guru 85% (keduanya sangat praktis). Dengan demikian, Buku Saku Bahasa Inggris dinyatakan valid dan praktis sebagai media tambahan pembelajaran. Namun, efektivitasnya dalam meningkatkan penguasaan kosakata belum diukur sehingga diperlukan penelitian lanjutan dengan <i>pre-test</i> dan <i>post-test</i>. <i>English language instruction in elementary schools faces challenges regarding language exposure, vocabulary mastery, and the availability of engaging, practical learning media. This study aimed to develop an English Pocketbook and assess its validity and practicality as a supplementary learning tool. The research employed the ADDIE R&D model, involving 27 sixth-grade students from SDN Kwangrundun, Central Lombok. Data were collected via expert validation questionnaires and feedback from students and teachers; these data were analyzed using percentage-based metrics and served as the basis for product revisions. Expert validation results reached 87.50% (highly valid), while student and teacher responses were 87.22% and 85%, respectively (both indicating high practicality). Consequently, the English Pocketbook was deemed valid and practical as a supplementary learning medium. However, as its effectiveness in enhancing vocabulary mastery has not yet been measured, further research incorporating pre-tests and post-tests is required.</i>  <i>This is an open access article under the CC-BY-SA license.</i>

How to Cite: Miftahul Fikri, et al (2026). Developing English Pocket Book for Elementary School Students, 5(1) 3113-3121. <https://doi.org/10.31004/jerkin.v5i1.7735>

INTRODUCTION

English is widely recognized as an international language that plays an important role in communication, education, science, technology, and global interaction. In Indonesia, English is taught as a foreign language (EFL), meaning that students have limited opportunities to use English in their daily lives outside the classroom. Unlike learners in English speaking countries, Indonesian students are mostly exposed to English only when they are in class, so language uptake becomes kind of harder. Because of that, elementary school students often get just a few chances to keep practicing English and to build their language abilities in a proper way.

One of the biggest problems when learning English at the elementary school stage is building vocabulary mastery. Vocabulary is treated like a base of language learning since students actually need enough word knowledge to understand and make language in listening, speaking, reading and writing.

When that vocabulary is not there properly, students can have difficulties, for example they may not easily catch what the learning materials say, they may struggle to express their ideas, and they may not join in class communication in an active way. Therefore, vocabulary acquisition plays a crucial role in supporting students' overall English skills like listening, speaking, reading and writing.

In addition, elementary school students have distinct learning characteristics that should be considered when designing instructional materials. Young learners usually have shorter attention spans than older learners, and they seem to learn more effectively when there are visual, lively, and purposeful activities. Still, English lessons in many elementary schools stay mostly with textbook driven instruction and memorization. These methods tend to not really hold students interest for long, so they end up showing passive involvement, and as a result vocabulary retention becomes pretty limited. Furthermore, learning media specifically designed to meet the needs and characteristics of young learners remain limited in many educational contexts.

Based on the background above, several problems can be identified. First, English as a foreign language in Indonesia, resulting in limited opportunities for students to practice outside the classroom. Second, many elementary school students have low vocabulary mastery, which affects their performance in listening, speaking, reading, and writing. Third, English instruction is often sort of steered by textbooks and memorization things, which kind of drains students' motivation and makes their engagement lower, you know. Fourth, there is also a gap in practical, interesting, and age-suited learning media that can truly support elementary school students while they learn, not just in theory. Fifth, the learning materials that already exist do not always help students practice independent learning outside of the classroom activities.

With all the challenges elementary school students can meet when they learn English, there is a real need for learning media that feel practical, easy to reach, and a bit more fun. Ideally the learning media should help students not only understand vocabulary, but also push them to learn by themselves and keep going in a continuous way, even when nobody is guiding them. Moreover, learning resources that can be used both inside class and outside the classroom are also very important, because they give students more chances to practice English, beyond the limited classroom time.

An English Pocket Book is a possibility. It is a small, transportable book for learning English that students can refer to anytime. It will help the students with their vocabulary, as it can be carried and used in different situations like at home or during breaks and even on school trips. With colorful illustrations, simple explanations and quick vocabulary tasks, small learners will like the books and learn easily. Therefore, an English Pocket Book may serve as a practical supplementary learning tool to support vocabulary learning and provide students with additional opportunities to engage with English.

This study aims to develop an English Pocket Book for six-grade elementary school students as a supplementary medium for vocabulary learning. Furthermore, the study seeks to examine the validity and practicality of the developed English Pocket Book as a learning resource that supports students' vocabulary acquisition. This study is expected to contribute significantly to students. The designed book can help students improve their English vocabulary mastery through engaging, practical, and easy-to-use learning media, thereby increasing their motivation to learn both inside and outside the classroom. For teachers, this pocket book can serve as an alternative learning media that can be used to support the English vocabulary learning process more effectively and engagingly, in accordance with the characteristics of elementary school students. Furthermore, the result and product of this study can contribute to the development of innovative, practical, and appropriate English learning media for elementary school students, and serve as a reference for further research and development of learning media.

.METHOD

Type of Research

This study used Research and Development (R&D) Design to develop an English pocket book as a learning medium for elementary school students. Research and Development (R&D) is a process used to develop and validate educational products (Gall et al., 2003). In this study, the researcher adopted the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is a development of the product model, and the application of the ADDIE model in the process of creating products is one of the best tools today (Martatiyana et al., 2023).

The ADDIE model has five phases described below:

1. Analysis: Determining students' needs, learning problems and curriculum needs.
2. Design: Planning the content, layout, illustrations and learning activities of the English Pocket Book.
3. Development: Creating the first version of the pocket book and expert validation.
4. Implementation: Trying out the developed product with elementary school students.
5. Evaluation: Revising the product based on validation results and users' feedback.

Research Participants and Setting

This study was conducted at SDN Kwangrundun in Praya, Central Lombok, West Nusa Tenggara. The participants were 27 sixth-grade students at SDN Kwangrundun in Praya, Central Lombok, West Nusa Tenggara. They were selected because they had received basic English instruction and were considered suitable users of the developed English Pocket Book. Product validation involves expert validators from the English Education Department at Universitas Nahdlatul Wathan (UNW) Mataram.

Development Procedure

This study adopted the ADDIE development model, which consists of Analysis, Design, Development, Implementation, and Evaluation. However, the development process in this study was focused on five main stages: needs analysis, product design, expert validation, user response, and product revision.

Analysis Stage

At this stage, a needs analysis was conducted to identify the necessity of developing an English Pocket Book for elementary school students. Information was gathered through discussions with teachers and school representatives at SDN Kwangrundun regarding students' difficulties in learning English vocabulary and the need for additional learning media. Furthermore, relevant literature, previous studies.

Design Stage

Based on the results of the needs analysis, the researcher designed the English Pocket Book. This stage included:

1. Determining vocabulary themes.
2. Organizing learning content.
3. Planning the plan and look of the book.
4. Choosing pictures and colors that are appropriate for kids in elementary school.
5. Preparing vocabulary exercises and learning activities.

The pocket book covered several vocabulary themes such as family members, school objects, animals, food and drinks, and daily activities.

Development Stage

The initial draft of the English Pocket Book was developed based on the design specifications. The product was then validated by expert validators consisting of a material expert and a media expert. The validators gave their comments and recommendations on the accuracy, language usage, design and instructional appropriateness of the product.

Implementation Stage

The English Pocket Book was revised according to the suggestions of the experts and then used in a limited pilot in 27 sixth-grade students. In this phase students were involved in learning activities with the pocket book and they gave responses about its attractiveness, usability and usefulness.

Evaluation Stage

The last phase was to review the outcomes from the validation and trial implementation. Suggestions and comments from validators, teachers, and students were used to revise and improve the product before producing the final version of the English Pocket Book.

Research Instrument

The instruments used in this study were questionnaires designed to collect data regarding the validity and practicality of the developed English Pocket Book. The questionnaires consisted of expert validation questionnaires and response questionnaires for both students and teachers.

The expert validation questionnaires were administered to two validators from the English Education Department of Universitas Nahdlatul Wathan (UNW) Mataram, namely a material expert and a media expert. To evaluate the relevance, accuracy, and appropriateness of the vocabulary materials, language use, learning objectives, and content suitability, the material validation questionnaire was used. While the media validation questionnaire assessed the design factors of the pocket book such as layout, typography, illustrations, colour selection, readability and overall attractiveness.

Moreover, English teacher and students were given response questionnaires after the implementation of the English Pocket Book. The purpose of the student questionnaire was to collect data on the students' perception of the pocket book, such as its attractiveness, usability, clarity of content, and usefulness in learning English vocabulary. Feedback about the usefulness of the pocket book, its applicability to the classroom environment, and its value for vocabulary instruction for elementary students was sought using the teacher questionnaire.

The four-point Likert scale, from Strongly Disagree (1) to Strongly Agree (4), was used in all questionnaires. The collected data were then analyzed to see if the proposed English Pocket Book was valid and feasible.

Data Analysis Technique

Qualitative and quantitative analysis techniques were used to analyze the data obtained in this study. The comments, suggestions, and feedback from expert validators, teacher, and students were used to gain qualitative data. These data were analyzed descriptively and used as the basis for revising and improving the English Pocket Book.

Quantitative data were obtained from the expert validation questionnaires and response questionnaires completed by students and the teacher. The questionnaire scores were calculated using a percentage formula to determine the validity and practicality of the developed product.

The percentage score was calculated using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Where:

P = Percentage score

$\sum X$ = Total score obtained

$\sum Xi$ = Maximum possible score

Table 1. The results were interpreted according to the following criteria:

Percentage	Category
81%–100%	Very Valid / Very Practical
61%–80%	Valid / Practical
41%–60%	Fairly Valid
21%–40%	Less Valid
0%–20%	Invalid

A product is considered feasible for implementation if it achieves a minimum score of 81%, indicating that the English Pocket Book meets the criteria of validity and practicality as a learning medium for elementary school students.

RESULTS AND DISCUSSION

The English Pocket Book was developed using the ADDIE model which includes Analysis, Design, Development, Implementation and Evaluation. The content, vocabulary themes, layout, illustrations and learning activities were considered during the Design stage and the learning needs of students were identified during the Analysis stage. The first product was developed in the Development stage and was validated with material and media specialists and was modified according to their suggestions. The Implementation stage was carried out on 27 students in SDN Kwangrundun, 6th grade, and one English teacher to gain feedback on the product's practicability, attractiveness, readability and usability. The Evaluation stage comprised the analysis of the results obtained during the validation and

user response and final modifications. The implementation was only limited to the practicality of the product and there was no measurement of effectiveness by pre-test, post-test, or N-Gain analysis.

In the Analysis stage, the students' learning needs were identified through interviews with several students and the teacher at SDN Kwangrundun. The analysis was also supported by a literature review of relevant articles concerning English vocabulary learning and learning media for elementary school students. The results showed that students experienced difficulties in remembering and using English vocabulary. In addition, the teacher indicated that students needed supplementary learning materials that were simple, attractive, and easy to use outside regular classroom activities. These findings became the basis for determining the content and characteristics of the English Pocketbook.

In the Design stage, the learning content, activities, visual elements, and overall layout of the pocketbook were planned according to the characteristics of elementary school students. The design emphasized simple language, familiar English vocabulary, attractive illustrations, and simple challenges that could encourage students to learn independently. The pocketbook was designed in A6 size so that it would be compact, lightweight, portable, and easy for students to use both inside and outside the classroom.

In the Development stage, the English Pocketbook was produced based on the design that had been prepared. The pocketbook contains basic English vocabulary related to students' daily lives. The materials are presented through brief explanations, vocabulary lists, illustrations, and simple challenges. The illustrations were added because they are useful in relating words to pictures so that the picture should help the student to remember the words and to make it easier to understand the learning materials and to make the learning materials more interesting.

Once the product was developed it was expertly validated, and the English Pocketbook was the first one. The expert validation was centered on the following four areas: content/material, language, presentation and graphics. The validation instrument had 23 indicators, each of which was measured on a four-point scale from poor (1) to very good (4). The indicators covered the suitability of the materials with the English curriculum, students' age and cognitive development, vocabulary and grammar accuracy, language clarity, presentation, learning activities, illustrations, typography, layout, portability, and color selection.

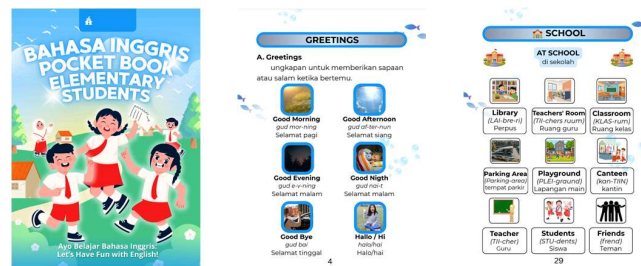


Figure 1. Initial prototype of the English Pocket Book before expert revision.

The results showed that the first expert validator awarded a total score of 84 out of a possible 92 points, equivalent to 91.30%. The second expert validator awarded 77 out of 92 points, equivalent to 83.70%. The mean percentage of the two expert assessments was therefore 87.50%. Based on the validity criteria applied in this study, the product was categorized as very valid. However, both expert evaluations indicated that the pocket book was suitable for use after revision, rather than being used without any improvement.

Table 2. Expert Validation Results

Aspect	Maximum Score	V 1	%	V 2	%	Average
Content/Material	24	22	91.67%	21	87.50%	89.58%
Language	20	18	90.00%	14	70.00%	80.00%
Presentation	24	21	87.50%	18	75.00%	81.25%
Graphics	24	23	95.83%	24	100.00%	97.92%
Total	92	84	91.30%	77	83.70%	87.50%

The highest average score was obtained in the graphics aspect, with 97.92%. This indicates that the visual appearance, illustrations, typography, layout, and colors were considered appropriate for

elementary school students. The product contains numerous illustrations and icons, such as images representing animals, hobbies, body parts, school objects, and colors.

The content/material aspect obtained an average score of 89.58%. This indicates that the vocabulary materials were generally considered appropriate for the target students. The pocket book contains familiar topics and provides vocabulary together with pronunciation and Indonesian meanings.

The presentation aspect obtained an average score of 81.25%. Although it remained within the very valid category, several aspects of presentation required revision, particularly the organization of learning objectives, learning activities, and supporting components.

The language aspect obtained the lowest average score of 80.00%. This finding indicates that language accuracy required greater attention during revision. Therefore, proofreading and correction of vocabulary, spelling, grammar, and expressions were necessary before the product could be implemented.

After receiving feedback from the validators, the product was revised in several areas, particularly in terms of language, material presentation, vocabulary usage examples, learning activities, and visual design. These revisions resulted in the development. The appearance of the revised product is presented in Figure 2.

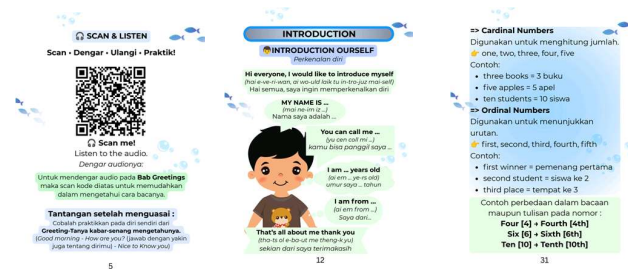


Figure 2. Revised prototype of the English Pocket Book after expert validation.

The differences between *Draft 1* and *Draft 2* demonstrate that the *expert judgment* process was used not only to determine the validity of the product but also as a basis for improving the quality of the learning media before its implementation and trial.

Table 3. Product Revisions Based on Expert Judgment

Aspect	Draft 1	Draft 2
Language	Some spelling and sentence structure errors were still found	Spelling and sentence structures were corrected
Vocabulary	Some vocabulary items were not yet presented in a usage context	Examples of vocabulary use were added
Pronunciation	Pronunciation guidance needed further clarification	Pronunciation guidance was improved
Activities	Learning activities were still limited	Simple challenge were added
Audio	Audio support was still limited	QR-code-based audio support was strengthened
Layout	Some parts still required improvement	Layout and spacing were adjusted
Visual Design	Some visual elements needed adjustment	The visual design was improved to be more consistent and attractive

After revision based on expert judgment, the English Pocket Book was implemented with 27 sixth-grade students at SDN Kwangrundun. The student questionnaire assessed the attractiveness, readability, ease of use, illustrations, vocabulary presentation, learning activities, portability, and students' interest in using the pocket book. The results showed an overall response of 87.22%, categorized as very practical.

Table 4. Student Response to the English Pocket Book

Respondents	Number	Percentage	Category
Students	27	87.22%	Very Practical

The result indicates that students responded positively to the English Pocket Book and considered it attractive, understandable, and easy to use as supplementary English learning media.

The practicality of the product was also evaluated by one teacher at SDN Kwangrundun. The questionnaire assessed the suitability of the content, language, presentation, design, usability, and usefulness of the pocket book. The teacher response reached 85%, categorized as very practical.

Table 3. Teacher Response to the English Pocket Book

Respondent	Number	Percentage	Category
English Teacher	1	85%	Very Practical

This result indicates that the English Pocket Book was considered suitable and practical as supplementary learning media for elementary school English instruction.

The practicality results showed that both students and the teacher gave positive responses to the developed product.

Table 4. Overall Practicality Results

Evaluator	Respondents	Percentage	Category
Students	27	87.22%	Very Practical
Teacher	1	85.00%	Very Practical

Overall, the findings indicate that the English Pocket Book was very practical and well accepted by its intended users. However, this study was limited to examining validity and practicality; no pre-test, post-test, or N-Gain analysis was conducted. Therefore, the findings do not establish the effectiveness of the pocket book in improving students' vocabulary achievement.

Discussion

The practicality findings of this study are consistent with previous research emphasizing the importance of appropriate learning media in supporting the learning process. Fadilah et al. (2023) explain that learning media have an important role in facilitating the delivery of learning materials and supporting students in achieving learning objectives. They also emphasize the advantages and urgency to use learning media in learning activities. This is in line with the current research on the use of the English Pocket Book as a learning medium, which can provide easy and structured English vocabulary for students.

In addition, the findings of Purba et al (2023) that the application of the Merdeka Curriculum in elementary education learning should be accompanied by the suitability of learning activities in the learning environment also supports the findings presented in the practicality section. Their study was not on English learning media, but their results emphasize the need to apply a study that takes into account the needs of students and the learning environment. In this study, the design of the English Pocket Book followed the needs of elementary school students and the presentation of the vocabulary was given based on familiar topics, simple language, illustrations, and learning activities that were practical.

These positive ratings from the users support this result. The students' response was 87.22% and teacher's response was 85% of very practical. The overall findings show that both teachers and students had a positive attitude towards the English Pocket Book. The product was found to be attractive by the students, understandable and easy to use. The teacher's view of the suitability of the pocket book was that it was deemed to be suitable to be used as a supporting tool in English learning.

Also, the results obtained are similar to Choir and Fitri (2020) who produced pocketbook for English beginner learners at the elementary level. Their study demonstrates the potential of pocketbook media as a learning resource for elementary students. The present study extends this line of research by focusing on the development of an English Pocket Book containing a wider range of vocabulary topics and by examining not only expert validation but also responses from both students and a teacher.

In addition, the results are compared with the results of Oktoaviani and Susilowati (2026) which studied the perceptions of EFL students about the use of pocket book in vocabulary and speaking learning. According to their research, pocket book media can be positively received as a learning media for conducting English language learning. Similarly, the present study found positive responses toward the developed pocket book, with a student practicality score of 87.22%. However, the present study

differs in its research context because it focuses on elementary school students and evaluates the product primarily in terms of validity and practicality.

Based on the results of the research, it can be concluded that learning media must not only be able to present instructional content but also must take into account the characteristics, needs, learning context and accessibility of learners. In their research, Fadilah et al. (2023) emphasize the importance and benefits of learning media, Choir and Fitri (2020), and Oktavia and Susilowati (2026) give more concrete evidence on the use of pocketbook media in English learning activities. The purpose of this present study is to create an English Pocket Book with high level of validity and practicality for elementary school learners and to apply its use to them.

But, there is a shortcoming in this study when it comes to measuring the effectiveness of learning. The research did not use a pre-test and post-test and did not measure N-Gain. Thus, the positive student and teacher responses must be evaluated as indications of practicality, rather than effectiveness. Although the product was considered practical and well accepted, further research is needed to determine whether its use can significantly improve students' English vocabulary mastery.

CONCLUSION

This study developed an English Pocket Book as supplementary learning media for elementary school students using the ADDIE model. The expert validation result reached 87.50%, indicating that the product was very valid. Furthermore, the student response from 27 sixth-grade students reached 87.22%, while the teacher response reached 85%, both of which were categorized as very practical. The results show that English Pocket Book is valid and applicable as a supplement in learning English for elementary school students. This study however, did not investigate learning effectiveness using pre-test, post-test and N-Gain analysis. Therefore, further research is needed to investigate whether the use of the pocket book can improve students' English vocabulary achievement.

REFERENCE

- Solikhah, T., & Irvan, M. F. (2025). Development of a Pocket Book Learning Media integrated with Wordwall to Improve Student Learning Outcomes in Natural and Social Sciences Learning. *Jurnal Gentala Pendidikan Dasar*, 10(2), 324-340.
- Waruwu, M. (2024). Metode penelitian dan pengembangan (R&D): konsep, jenis, tahapan dan kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220-1230.
- Ieli Harahap, A., & Lestari, R. (2026). development of an english vocabulary pocket book for building information modeling design students. *Journal of English Education and Linguistics*, 7(1), 34-40.
- Zulqornain, A. F. (2025). Developing English Pocket Book For Islamic Boarding School of Roudlatul Qur'an 1 Kampus Tamaddun (Doctoral dissertation, UIN Jurai Siwo Lampung).
- Rahman, A. (2021). Media pembelajaran. Tahta media group.
- Sanusi, T., Suhono, S., Hidayatullah, R., Sari, Y. A., & Hidayah, Y. (2024). Developing of English vocabulary material pocket book for pharmacy vocational school Maarif 5 Kotagajah. *International Journal on Advanced Science, Education, and Religion*, 7(2), 213-223.
- Fadilah, A., Nurzakiyah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Pengertian media, tujuan, fungsi, manfaat dan urgensi media pembelajaran. *Journal of Student Research*, 1(2), 01-17.
- Purba, P., Rahayu, A., & Murniningsih, M. (2023). Penerapan kurikulum merdeka pada pembelajaran IPAS kelas IV di SD Negeri Tahunan Yogyakarta. *Bulletin of Educational Management and Innovation*, 1(2), 136-152.
- Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.
- Choir, J. A., & Fitri, A. Z. (2020). The Development Of English For Beginner Through Pocketbook Media To Improve Student Learning Primary Results. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 12(2), 221-236.
- Oktavia, A. F., & Susilowati, T. (2026). EFL Students' Perceptions of Pocket Book Use in Vocabulary and Speaking Development. *FOSTER: Journal of English Language Teaching*, 7(1), 35-44.

- Halwiah, H., Subaer, S., & Khaeruddin, K. (2026). Development and Evaluation of Google Sites-Assisted Interactive Learning Media for Light Wave Instruction Using an Adapted Borg and Gall Model. *Journal of Innovation and Research in Primary Education*, 5(3), 6151-6161.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.